
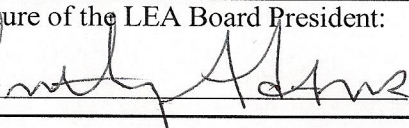


Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Western International High School	Mailing Address: 1500 Scotten Street, Detroit MI, 48209-2139
School Building Code: 368	
School Building Contact for the School Improvement Grant	
Name: Rodolfo Diaz	
Position and Office: Principal	
Contact's Mailing Address: 1500 Scotten Street, Detroit MI, 48209-2139	
Telephone: (313) 849-4758	
Fax: (313) 849-4695	
Email address: rodolfo.diaz@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 22 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The School Leadership Team (SLT) at Western International High School (WIHS) is responsible for collecting, aggregating, disseminating, and formulating conclusions of all pertinent data concerning school climate, student achievement, demographics, and perceptions data.

The data collected includes the following:

- A. Standardized Tests
- B. Attendance
- C. Uniform Assessments
- D. Teacher Academic Referrals
- E. Graduation Rates
- F. Student, Parent, Teacher Surveys
- G. Discipline Issues
- H. School Data Profile
- I. Education Yes Subset (40)

Data regarding student achievement was collected through traditional means, such as, teacher record books, grade point average and school uniform assessments, and student performances on standardized exams such as ACT Explorer /PLAN (9th and 10th grades), Social Studies MEAP (9th grade), ACT Scores (11th grade), MME (11th grade), ELPA (9-12th grades), and District Quarterly Assessments (9 -12th grades).

What was discovered / concluded:

Western International High School is the most culturally diverse comprehensive high school in the Detroit Public School district. Fifty-six (56%) percent of all WIHS students are Hispanic, forty-two (42%) percent are African-American, and two (2%) percent were identified as other. Seventy-eight (78%) percent of WIHS students are

economically disadvantaged, with an attendance rate of approximately seventy (70%) percent and a graduation rate of approximately seventy-six (76%) percent. Academic challenges are significant with fewer than thirty-six (36%) percent of all 11th graders performing at or above the proficient level on the reading portion of the MME Exam. Nineteen (19%) percent of all 11th grade students tested were at or above the proficient level in mathematics and only sixteen (16%) percent were at or above the proficient level in writing on the MME Exam. The school's ACT average was 15.6 out of 36. Data collected show that all students are lagging behind the district and the state averages in all core subject matters: Science, English, Social Studies, and Mathematics. Three major causes are: Student and parent apathy; a lack of basic foundational skills; and lack of correlation of instruction with best practice strategies.

Students in all subgroups at WIHS failed to meet adequately Yearly Progress over the past three years. Dissemination of the data by subgroups clearly show that students identified as Social Economic Status (SES) reading scores improved slightly (30% - 37%), while writing and mathematics scores were stagnant with little or no improvement. LEP students, despite the language barriers scored slightly higher in all subject areas but still failed to make AYP status. Students with Disabilities scores were very low as compared to other students. In summary, despite all reforms and best practice strategies employed over the past three years, scores in the ACT and MME showed slight improvement in all areas except writing, but not enough to achieve AYP status.

What was examined:

The educational process at WIHS was closely examined and deemed ineffective in regards to students meeting the AYP. It was discovered that the curriculum was aligned with the district but fell short on meeting the alignment of the state. All content area curriculum was closely examined by the SLT in term of effectiveness, quality of instruction, and alignment to the state HSCE's and curriculum. Based on the aforementioned review of the core subject areas, it was determined that a complete overhaul of the curriculum and instructional strategies was needed in all core classes at all grade levels. Objectives for all courses will be rewritten to meet the state and national

standards based on advanced placement prerequisites, uniformity of instruction and assessments in all core classes at all grade levels.

Pertinent teacher led professional development will be introduced to provide all teachers with the training and expectations of the new and revised curriculum as based on the school improvement plan (SIP). These changes and training are continuous and will provide the basis for all future reforms. The SLT also recommends that all teachers be trained in Advanced Placement courses and a concerted effort to infuse technology into the every-day teaching thus increasing relevance and improve student achievement. Lastly, all turnaround strategies slated to begin during the 2011 – 2012 academic school year will be emphasized through smaller learning community schools that are based on relevance, rigor, responsibility and the new advanced placement curriculum.

I. The Challenges:

- Over 62% of the students at WIHS are Hispanic and whose first language is not English. Approximately 1100 students were identified for the ELPA exam last year.
- Due to the many closures and realignment of schools, many students were shifted to WIHS in their junior year and did not have a chance to attend the first two years and experience the scaffolding strategies and uniformity of instruction implemented at all grade levels in all subject areas. Those same students had a negative impact on the MME scores for the past three years.
- Due to rising enrollment at WIHS, class-room sizes have increased, and as a result, the ability of teachers to provide specialized and individualized instruction has decreased.
- Due to economic hardships in the District, WIHS has experienced a litany of teacher turnover the past three years due to layoffs, retirements, termination, or voluntary leave. The teacher turnover rate has significantly impacted the continuity of instruction and student achievement.

- Student attendance, mobility, suspensions, and apathy towards testing are frequent disruptors of student achievement at all levels, especially in matters of MME and Adequate Yearly Progress.
- Exceptional Education students whose basic foundational skills in all content areas, are scoring far below the general and ELP students on all portions of the MME exam.
- Based on Pre-Test exams of incoming ninth grades last year show that 57% of incoming ninth graders scored three grade levels below their expected grade levels in English and Mathematics. Only 17% of the students tested at t their expected grade level.
- Despite language barriers, data indicators show that ELP student scores exceed that of the African American population in all sections of the MME exam and ACT. However, both subgroups lagged behind the White/Others students.
- 78% of all students at WIHS are economically disadvantaged, and are eligible for free lunch.
- Parental Involvement was minimal in PTSA, Parent Teacher Conferences, and school in general. Results from parent surveys show apathy toward education and standardized testing. Higher expectations among parents were also cause for concern.
- Due to economic and structural changes, teachers are expected to do more with much less. While most teachers handled the changes in a professional manner, some teachers lagged behind their counterparts in regards to professional development; attendance; and high expectations.
- Technology access to students and staff lag considerably behind those of suburban and other districts.

II. Areas of Greatest Needs:

- A self sustained and vibrant Bilingual Program that will assist the transition of Level I bilingual students into proficient English speakers and eventual inclusion to regular education classrooms.
- Provide continuity of instruction for students from ninth grade to graduation. Limit the number of students who are transferred due to realignment of the District or school closures.
- Hiring and maintaining highly qualified and trained teachers that will provide continuity of instruction and higher expectations.
- Due to lack of foundational skills, all students in the ninth grade will be required to take two Mathematics and English classes to best meet their needs and bring them to grade level and above.
- Alignment of curriculum with state and national standards. Uniformity of objectives and assessments in all grade levels in all content areas.
- Create an Individualized Development Plan for all students in the ninth grade, and provide the support necessary through tutoring, extended day, and other means to meet the individual needs of every student.
- Provide enriched instruction that is relevant and allow students to explore options of interest in a controlled and enhanced setting.
- Enhance the use of technology to supplement the educational process and provide the students with the means to compete and succeed in a highly technological world.
- Increase opportunities for students to interact with businesses, colleges and universities.
- Provide data-driven continuous professional development to all teachers and monitor the progress of implementation of strategies into the classroom.
- Encourage more students to take advanced placement courses or dual enroll in colleges to supplement their education and earn college credits at the same time.
- Provide more access to external classes via the internet or distance learning.

- Make available opportunities for all students to accelerate or enhance their learning through extended day/year, and after-school tutoring either online or on campus.
- Improve academic support to all teachers and students.
- Use pertinent data as the engine to drive relevant and rigorous instruction.
- Provide more opportunities for parents to become involved in their children's educational process.
- Utilize positive behavior models to change the current culture to that of high achieving, highly relevant students focused on post-secondary success through higher learning, vocational skills, or the armed forces.
- Create a model of accountability for all stake holders and adhere to it to maintain rigor, respect, responsibility, and high expectations and outcomes at all levels of the educational process.
- Continue to implement best-practice strategies to provide equitable and improved support to exceptional education students, including inclusion and resource rooms.
- Emphasize attendance and participation of all stake holders.

III. Reform

The School Leadership Team (SLT) recognizes the need for change and reform at WIHS, but only if the reforms fulfill the following Six conditions:

- 1) Change the academic culture of all stakeholders through the creation of a positive behavior matrix based on Rigor, Responsibility and Respect;
- 2) Uniformity of Instruction and Assessment in all subjects and in all grade levels;
- 3) Train and maintain highly effective teachers who are dedicated to making the necessary sacrifices to improve the status quo;
- 4) An effective leadership model that will continually monitor the progress and be willing to make changes as needed based on data-driven decisions; and

- 5) Accountability for all stake holders in the learning process at WIHS.
- 6) Data Driven Instruction and Decision Making

As a result, the SLT team at Western International High School has developed the following Six Guiding Principles that are exclusive to WIHS students and form the basis that all upcoming reform must meet:

- MISSION DRIVEN LEADERSHIP
- PERSONALIZATION AND RELEVANCE
- STUDENT ACHEIVEMENT AND PROGRESS
- POST SECONDARY SUCCESS
- HIGHLY QUALIFIED AND TRAINED TEACHERS
- ACCOUNTABILITY FOR ALL.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

Grade: 11		Percent of Sub-group meeting State Proficiency Standards				
Group	Reading			Mathematics		
	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	30	31	37	15	17	17
Race/Ethnicity	28	29	23	9	6	8
Students with Disabilities						
Limited English Proficient (LEP)	30	31	38	16	18	19
Homeless						
Neglected & Delinquent						
Migrant	< 10					
Gender						
Male	31	37	30	15	20	22
Female	35	30	40	13	11	17
Aggregate Scores						
State	62	60	65	46	49	50

Sub Group Non-Academic Analysis

Year: 2009 - 2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	1192								
Race/Ethnicity	1574								
Disabilities	185								
LEP	746								
Homeless									
Migrant	33								
Gender									
Male	796								
Female	778								
Totals	1574								

Year: 2009 - 2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	1192					
Race/Ethnicity	1574					
Disabilities	185					
LEP	746					
Homeless						
Migrant	33					
Gender						
Male	796					
Female	778					
Totals	1574					

Enrollment and Graduation Data – All Students

Year: 2009 - 2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
9	483				2		481
10	410				2		408
11	383				13		370
12	384				27		357

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009 - 2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
9					350
10				112	
11	80	NA	NA	88	
12	45	NA	NA	85	

NOTE: THE DATA CLEARLY SHOWS THAT ALL SUBGROUPS ARE PERFORMING BELOW STATE STANDARDS IN MATHEMATICS AND READING, AND REFORM CHOSEN MUST ADDRESS THE NEEDS OF ALL STUDENTS AT WIHS. THE THEME-BASED SCHOOLS WILL PROVIDE STUDENTS WITH THE BASIC SKILLS NECESSARY, AS WELL AS, THE INTEREST AND RELEVANCE NECESSARY TO IMPROVE STUDENT ACHIEVEMENT.

Priority Target Areas

Based on the data collected over the past three years, the SLT has targeted the following areas of concerns as priority areas for all subgroups and the school in general:

- 1) Core Content Performance on the MME and ACT (Reading, Mathematics, Writing, Science and Social Studies)
- 2) Improve Student and staff Attendance
- 3) Apply Uniformity of instruction and assessment in all core subject areas
- 4) Creation of smaller learning communities that meets the needs of the students
- 5) Infusion of technology into all content area classes
- 6) Increase parental/community/college involvement
- 7) Relevant curriculum that addresses students relevance
- 8) Student Success Strategies beyond high school
- 9) Increase Advanced Placement and dual enrollment courses
- 10) Recruit, train, and retain highly effective teachers and administrators

The traditional model of the high school that exists at WIHS today is failing to meet the ever-changing needs of the students and the community. The need for meaningful and sustainable reform is evident and can only be accomplished if there is a change in the culture of all stake holders. To concentrate on the improvement of scores alone serves an injustice to our students and community who depend on the school for a rewarding and meaningful future. It is the belief of the SLT that meaningful reform must encompass the ten aforementioned target areas, then and only then, can students from Western International High School, regardless of the subgroup, be competitive with their suburbs counterparts and are provided with the necessary tools to succeed in a highly diverse and competitive world. The reform's main goal is for a diploma from Western International High School to be held in the highest esteem by all educational, business, state and federal institutions.

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I School wide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
<p align="center">Other: Pre-implementation funds -- \$ 179,988</p> <p align="center">School Improvement Funds of \$ 45,000</p> <p align="center">(Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.)</p>			

3. School Building Commitment

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

Overview

The Western International community is committed to the reform process. All of the teachers assigned to WIHS have signed a letter of agreement stating their dedication to the reform and restructuring process. This includes training, workshops, extended days and hours if needed. The reform agreed upon also includes the following strategies, among others, to achieve a successful Turnaround which includes:

- Using data as a driving force behind the rigorous, relevant, and research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards.
- Expanding learning time and flexibility and offering enhanced learning options (like Advanced Placement) through implementation of a robust block schedule.
- Establishing an effective shared decision-making system, driven through a School Leadership Team.
- Extending the school day through intensive Accelerated Academies to help students master required knowledge and skills.
- Engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in extended time, with any staff hours worked beyond the regular school day compensated at the contract rate.

School's Actions to support Change

Mr. Rodolfo Diaz was appointed Principal of Western International mid-way through the 2009-10 school year. The Principal and his new administration team have led efforts to jump-start the improvement process. While all elements of Western

International's plan are important, among the most powerful of the conditions established at the school to support systemic change are:

- Interviewing all staff prior to the opening of the 2010-11 school year and hiring Highly Qualified teachers who are committed to the educational program outlined in the Priority Schools agreement.
- Expanding learning time and flexibility and offering enhanced learning options (like Advanced Placement) through implementation of a robust block schedule.
- Engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in extended time, with any staff hours worked beyond the regular school day compensated at the contract rate.
- Using data as a driving force behind the rigorous, relevant, instructional program that is research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards.
- Implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.

To support the dramatic turnaround required at Western International, the school is targeting development of a master education plan for 21st century teaching and learning where all students will have the support they need to engage in more rigorous academics and a wider variety of extracurricular offerings such as: Advanced Placement, honor programs and other college courses available to every high school student. To that end, the staff will focus on defining grade-level expectations, making clear what students need to learn in English Language Arts, math, social studies and science, including second language students and students in special education. Plans will be developed for parental involvement and a safe and secure learning environment for Western students, parents, staff, and community. This is needed as a way to support systematic change with the model selected.

School Leadership Team (SLT) Recommendations:

In August of 2010, The School Leadership Team, which is composed of teachers, parents, community members and administrators, with the full support of the principal, designed the following strategies to be implemented by the entire school for the 2010 – 2011 academic year. The purpose of the strategies were twofold; 1) Change the culture of the students, staff, and parents at WIHS; 2) Provide structure for students and teachers for the end purpose of increasing relevance and academic achievement for all stake holders. All strategies were based on the six aforementioned Guiding Principles which were teacher developed exclusively for Western International High School.

STRATEGY 1: The Three Key Skills for Student Success

#1 Learning Skills

- Attends all classes daily
- Listens and participates fully
- Takes good notes
- Strives to improve and enact study and test-taking skills
- Utilizes current technology appropriately and fully

#2 Social Skills

- Demonstrates respect for themselves and others
- Maintains confidence in difficult situations
- Works positively and productively in collaborative groups
- Exhibits social problem-solving skills

#3 Self-management Skills

- Sets Goals and plans ahead
- Practices a mentally and physically healthy life style
- Takes responsibility to monitor own progress

- Exerts effort to improve performance
- Sustains focus and determination to succeed



STRATEGY 2: Positive Behavioral Support System

A Systemic, school-wide approach that is explicitly integrated into a school's strategic planning and school improvement process that

- Creates and sustains positive classroom climates and safe school settings;
- Facilitates the social, emotional, and behavioral development and needs of all students;
- Increases students' interpersonal, social problem solving and conflict resolution skills over time;
- Helps to maximize students' academic engagement while supporting the entire learning process.

Expected behavior of a WIHS student:

- Begins work promptly
- Demonstrates good listening
- Follows directions quickly and the first time
- Tells the truth
- Focuses on and completes work in a timely manner
- Stays appropriately in own space
- Makes requests politely
- Waits to be called on to speak

- Ignores distractions
- Talks with others positively
- Brings all needed materials to school each day
- Uses an appropriate tone, volume, and pitch of voice
- Accepts consequences quickly and appropriately
- Treats classroom furniture, books, and others' personal property with respect
- Cooperates with others
- Treats others with dignity and respect
- Discusses disagreements in a calm manner
- Gives and accepts criticism appropriately
- Works quietly-completes work without disturbing others
- Takes responsibility for their own actions and statements

STRATEGY 3: PARENTAL EXPECTATIONS:

Make school the number one priority

Ensure that your child attends school every day, on time. Regular and punctual attendance is crucial to every student's success. Continually remind your child that success in school will enhance possible success in the future. Minimize outside obligations that will cause teens to miss school. Although a student should stay home if he or she is seriously ill, students should attempt to attend school if an ailment is minor. If an attendance problem arises, contact the attendance agent or counselor as soon as possible.

Stay informed about what is happening in school.

Check on your student's attendance and grades frequently. Contact a staff person in the school if a problem arises, this could be a counselor, the attendance agent or an

administrator. Inform your student that it is your duty to check on his/her progress in school on a regular basis. Be sure you have a copy of the school calendar. Attend every parent/teacher conference with your student.

Have conversations with your child about what you expect of him/her in school.

Talk with your teen about your expectations of him or her in terms of attending all of their classes daily and working to the best of their ability. Assist them in setting short term and long term goals, everything from what grade they want to earn on a test, to what college they would like to attend, to what career they would like to pursue.

Help your student to develop a routine.

Make an agreement about study time, bedtime and what time to wake up in the morning and insist that teens follow this schedule. Teens need more sleep than other adults or children because their bodies are growing at such a rapid pace. Parents should hang on to cell phones and electronic games at night, as these can be a distraction. Students should wake up early with enough time to dress, eat and arrive to school by the time the first hour bell rings.

Make time to talk with your teen.

Find time to spend with your teen and talk with him/her about the dangers of drug use, skipping school, gangs and peer pressure. Seek out resources in the community if additional help is needed.

Praise your child's accomplishments.

Be sure to compliment your student on what he/she is doing right. It could be getting to school on time all week or getting a good grade on a paper. Teens need to know that you believe in them.

STRATEGY 4: STUDENT INCENTIVES

An incentive plan will be developed for students who exhibit the model behavior and achievement of a Western International High School student. These incentives can take

many forms such as: Praise or compliments; Award certificate; Choice of where to sit; “Free Homework” certificates/passes; Tickets for drawings; buying rewards; T/A for day or week; Recognize student as ‘Student of the Month’; Treats; Coupons for class store; Merit points; Extra credit/points; Help design and put up a special class/building bulletin board; Free choice of partner for a project or assignment; and many other student and teacher driven rewards and incentives.

STRATEGY 5: STUDENT AND PARENT RESOURCES

ACADEMIC RESOURCES

Homework Help:

- <http://highschoolace.com>
- <http://www.cramster.com>
- <http://www.tutor.com>
- Latino Family Services – (313) 841-4400 (on Vernor Hwy.)
– (313) 841-7380 (on W. Fort St.)

Test Prep Help:

- <http://highschoolace.com>
- <http://www.actstudent.org>
- <http://www.collegeboard.com>
- <http://www.takesat.com>
-

Scholarships:

- <http://www.scholarships.com>
- <http://www.fastweb.com>

Research and Other Informational Links:

- <http://mel.org>
- <http://www.academicinfo.net>

[-http://www.criticalthinking.org](http://www.criticalthinking.org)

[-http://www.ala.org](http://www.ala.org)

-

COMMUNITY RESOURCES

	Organization	Phone Number
At Risk Youth Prevention	Covenant House Michigan	313-463-2000
	Detroit Hispanic Development Corp	313-967-4884

Child Care	All Saints Neighborhood Center	313-841-4447 23
	Latino Family Services	313-841-7380
Clothing	ACMH Community Center	313-895-5286
	Covenant House Michigan	313-463-2000
	United Youth/ Youth Leadership Committee	313-895-2860
Computer Access and Classes	All Saints Neighborhood Center	313-841-4447
	Covenant House Michigan	313-463-2000

	Vanguard Community Development Corp.	313-872-7831
--	---	--------------

A Plan to Maintain Ongoing Support for the Turnaround Process

Teachers, students, families, administrators and community will be invited to participate in an authentic community engagement process in 2010-11 and a full assessment of school Operational Effectiveness in spring 2011. Detailed activities throughout the three years of this initiative further involve a wide range of stakeholders in the continuous improvement of the resources and strategies applied in the school to achieve overarching goals and offer additional opportunities to reaffirm commitment to the course of the turnaround process at Western International High School.

b. Explain the district and school's ability to support systemic change required by the model selected.

Based on the recommendations of the SLT, and with the approval of the Detroit Public School District and the Detroit Federation of Teachers, Western International High School has been designated as a Priority School and will have all of the following parameters instituted by the end of the 2009 – 2010 school academic school year:

- Hire a new Principal and administrative team.
- Replace at least 50% of all existing staff.
- Interviewing all staff prior to the opening of the 2010-11 school year and hiring Highly Qualified teachers who are committed to the educational program outlined in the Priority Schools agreement.
- Using data as a driving force behind the rigorous, relevant, instructional program that is research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards.
- Expanding learning time and flexibility and offering enhanced learning options (like Advanced Placement) through implementation of a robust block schedule.

- Establishing an effective shared decision-making system, driven through a School Leadership Team.
- Extending the school day through intensive Accelerated Academies to help students master required knowledge and skills.
- Extending the school year through Summer Bridge transition programs for students.
- Engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in extended time, with any staff hours worked beyond the regular school day compensated at the contract rate.
- Implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.
- All certified staff will be evaluated via informal and formal evaluations, and are held accountable to the standards and reforms set forth by the turnaround strategies.
- English and Mathematics teachers will be given the opportunity to teach one prep and meet with other teachers in their grade level so they can plan effective data driven instruction as set forth by the turnaround model.

District-Level Commitment to the Turnaround Plan at Western International

Improvement efforts at Western International are made possible through a wide range of system-level supports including, but not limited to:

- The district has appointed a district wide **Superintendent for School Redesign, Dr. James Ray**, with the assistance of **Kathleen Freilino**, an experienced central office change agent and successful building administrator. This team has the access and influence to move the work forward in an expeditious manner.
- A new data capture and reporting system, to be fully operational in fall 2010.

- Implementation of “The Learning Village” platform to support data-driven instruction and delivery of standards-aligned curriculum from multiple providers.
- A commitment to the use of a Short-Cycle/formative assessment system. Western International currently has some level of baseline assessment available through the Accelerated Reader system and the Carnegie online math system. The district will also investigate the Northwest Evaluation Association’s Measures of Academic Progress as an alternative short-cycle assessment system with significant supports for students and teachers.
- The District engaged EdWorks, LLC, to guide the systemic, whole school turnaround process at Western International high School
- One-to-one laptop computing for students at Western International
- New, powerful desktop computers and computer systems for Western International teachers
- Principals and administrators will be held accountable for reform strategies and overall improvement.
- The district will also provide ongoing academic, financial, and technical support and resources necessary to implement the transformational models as needed.

An External Rapid Turnaround Partner

In summer 2009, the Detroit Public Schools release a Request for Qualifications to assist its priority schools in designing and implementing a systemic approach to whole school reform. School leaders met with approved external providers and confirmed EdWorks as their choice of external partners.

Data Analysis and Dissemination

In order to meet the aforementioned challenges/needs and conditions set forth by the School Leadership Team, the following evaluation model of effective analysis of all pertinent school data collected will be developed. This model is based on the latest

research into effective turnaround models. The data will be used to drive the instruction, make needed changes and hold all stake holders accountable. All essential data collected will be disseminated using the following five guidelines:

- I. Analyze evaluation data and transform the raw data so that it is more useful in addressing evaluation questions.
- II. Summarize the data in multiple ways in an easier and more user-friendly format that all stake holders will be able to easily interpret. This data will include trends over time, comparison between classes and grade levels, relation to benchmarks, and comparisons between classes and subgroups, all for the end purpose to meet defined outcomes and accountability for all.
- III. Use the data to drive instruction by providing teachers, administrators with the ability to make midcourse corrections and revisions, checking the relationships between theory and application, the need for additional staff development or training, enhance student culture and retention, and address unforeseen challenges.
- IV. Annually examine the long term impact of the data in terms of the specified goals, and revise accordingly to address weaknesses and build upon strengths.
- V. Communicate the results quarterly to all stakeholders based on the audience needs. An informed stakeholder who is aware of all the conditions, stipulations, and requirements will provide an effective means to drive reform, change and accountability for all.

Drawing on the lessons of nationally-recognized researchers and practitioners like Richard DuFour, Rick Stiggins, Judy Wurtzel, Robert Marzano, and others, a model will be used that effectively guides schools through the process of balancing annual, interim and classroom assessments in a way that provides both assessment of learning and

assessment for learning. This model will support all stakeholders in the effective use and, as appropriate, development of the following balanced system of Aligned Assessments and reports.

Data used to inform teaching and learning at the classroom level:

- Baseline diagnostic data
- Short cycle assessment
- Classroom assessment
- Performance-based alternative assessment
- Teacher self-assessment of practice using the EdWorks Instructional Rubrics; district and school self-assessment of support for the learning process

Data used by the state and national bodies to judge school effectiveness over time:

- State-mandated graduation tests
- College and Career Readiness tests

One-Page, Easy-To-Use Reports to Monitor Progress Over Time on Key Indicators:

- Regular Dashboard Reports for each shareholders' shared accountability data (student, teacher, principal, administration, Board, partners, parents, community)

The goal is to produce a “continuous flow of information about student achievement to advance, not merely check on student learning.” (Stiggins, 2002) These eight types of assessments and reports, in combination, create a balanced picture of student academic progress and school effectiveness. By focusing on setting specific goals during the strategic planning process, schools can clearly answer the questions, “Where are we today? Where are we going? How far is it? How far have we come? Are we there yet?”

4. School Improvement Intervention Plan

In fall 2009, an experienced team of school administrators, National Board Certified Teachers, community engagement experts and data analysts conducted a baseline assessment of organizational effectiveness at Western International High School, using research-based rubrics. The assessment process took an in-depth look at four core areas: rigorous curriculum and instruction, systems of student support, aligned assessments and school climate and culture. The baseline assessment included focus groups of parents, students, community members and teachers, as well as interviews with school leaders and a school walkthrough. This assessment launched the school's introspective process leading up to the turnaround reform strategies needed at WIHS.

At the school level, using SIG and district funds, the school will establish a leadership team that will include:

A School-Based Transformation Manager or Principal whose primary focus is the implementation of Western International's rapid turnaround plan and meet all reform stipulated by the district, state, and SLT; **A leader for each of the theme-based schools** assigned to it in June 2011 whose main responsibility is to provide day to day operational as well as, ensure that the reforms in accordance with the SIG and SIP are completed or amended at Western International. These administrators will have a minimum of 2 days release each year for leadership development and time for targeted one-on-one mentoring time with the EdWorks coach monthly, as well as time for full participation in all teacher professional development; **A Data Analyst** to assist in the capture and reporting of data in a way and on a timeline that allows teachers to use the data to improve instruction. The data analyst will collect all pertinent school and testing data and apply the new data plan (see pages 26-27 for details of the plan, and the data collected) to share the information in a timely manner and allow the staff to use it to drive instruction and make data-driven decisions; **A lead teacher focused on improving mathematics** knowledge, skills and teaching practices that will work hand-in-hand with the literacy coach provided by the district to improve student basic knowledge and skills; **A College and Community Access and Coordinator** to ensure students have the information and support needed to pursue higher education and/or careers; **Common Planning Time** will be established for all teachers embedded within the master schedule; **Focused professional development**

time for all educators in the building: Four hours of extended professional development time each month and a minimum of five days for an annual teacher summer institute (in two parts, three days in June, and three days in August, at a minimum); **Accelerated Academies for students**: A curriculum based on advanced placement academy and on focused student intervention just prior to the high stakes state exams (in addition to any regular intervention practices); **Student Summer Bridge**: minimum 4 days as transition between grades 8 and 9; **Year-long Senior Seminars and Capstone** projects as transition between high school and the world of work and higher education.

Improvements in student performance will be achieved by overarching focus on implementing smaller learning communities that will enhance cross-curricular planning and teaming; providing professional development for all teachers in research-based instructional strategies; engaging students in the learning process through the adoption of research-based instructional practices and the latest classroom technology, using data to differentiate instruction, monitor student progress and adjust instructional plans; increasing the rigor of the curriculum; improving reading and writing across the curriculum; and conducting a systematic analysis of organizational and instructional effectiveness

The Strategic Plan to Launch Theme-Focused Smaller Learning Communities at Western International

Data Collected and research into effective turnaround schools emphasize the need for leaders at WIHS to concentrate on the following immediate actions: 1) Create an ongoing data plan and means to analyze, disseminate, make action plans based on relevant data, and the ability to make changes or modifications when needed; 2) Train, empower and involve staff in all critical phases of the turnaround and provide them with the capability to problem solve and make data driven informed decision; 3) Focus on successful tactics, create a positive vision, and concentrate on manageable fast goals that would silence critics and embolden reform.

The School Improvement Plan (SIP) stipulates that all reform must meet its three goals: Increase student achievement, Improve student relevance, retention, and change school climate. As a result, the School Improvement Grant will integrate reform with the

goals of the SIP through the creation four theme-based on advanced placement curriculum and increased rigor which will assist in meeting the aforementioned goals in fall 2011. A complete summary of the four theme-based schools with sample schedules can be seen in Appendix A.

Incoming students to Western International High School will be enrolled in the **9th Grade Ambassador Academy**. The purpose of the academy is to provide students with the skills and foundations necessary to succeed in the career pathways of their choice by providing an emphasis on foundational skills and pre-AP level rigor. The **Fine and Performing Arts Academy** at Western International High school is a 10th through 12th grade college and career ready school that will be open to students of all skills who are interested in a career or post-secondary degree in the fields of music, drama and fine arts .The purpose of the FPA Academy is to combine a rigorous inquiry-based curriculum with Advanced Placement courses to offer students a variety of arts disciplines through innovative and relevant instructional strategies. Students will merge hands-on skills with state of the art technology, community and university partnerships as the means to pursue and succeed in FPA related degrees or careers. The **International Business Academy** at Western International High school is a 10th through 12th grade college and career ready school that will be open to students of all skills who are interested in a career or post-secondary degree in the fields of accounting, business, marketing, and /or law. The purpose of the IB Academy is to combine a rigorous inquiry based curriculum with Advanced Placement courses to offer students a variety of business related disciplines through innovative and relevant instructional strategies. Students will merge hands-on skills with state of the arts technology, community and university partnerships as the means to pursue and succeed in IB related degrees or careers. The **STEM Academy (Science, Technology, Engineering, and Manufacturing)** at Western International High school is a 10th through 12th grade college and career ready school that will be open to students of all skills who are interested in a career or post-secondary degree in the fields of science, medicine, engineering, technology and/or manufacturing. The purpose of the STEM Academy is to combine a rigorous inquiry based curriculum with Advanced Placement courses to offer students a variety of science and technology related

disciplines through innovative and relevant instructional strategies. Students will merge hands-on skills with state of the arts technology, community and university partnerships as the means to pursue and succeed in STEM related degrees or careers.

PRE-IMPLEMENTATION ACTIVITIES AND COMPONENTS OF REFORM

The Chart below shows crucial components and activities that must be completed prior to the 2011-2012 School Year and will involve pre-implementation funds.

Identified Need	Strategy	Status / comments
Data-Driven Leadership	Ongoing and effective monitoring	Identified and Partially Implemented
High Quality Staff	Remove 50% of staff; replace with high quality	Fully Implemented for 2010 -2011 school year;
Professional Development	Best-Practice strategies; Technology Infusion; Classroom Instruction and data collection	Implemented year round through the use of Title I funds and pre-implementation funds
Uniformity of Instruction	Uniform objectives and assessment will be developed for all core subjects in all grades using pre-implementation funds	To be completely implemented by 2011-2012 school year using pre-implemented funds
Positive Behavioral Model	Create a matrix that would reward rigor, respect, and responsibility	Has been created but not fully implemented. Need pre- implementation SIG funds to fully implement
Technology Based Instruction	Available technology plan to include smart boards, projectors, internet, digital cameras, computers, laptops and mobile lab carts	Plan has been written Need pre-implementation and SIG funds to fully implement
Parental Involvement	Building level parent facilitator; expanded opportunities for parents and community, a new parents resource room, and professional development	Partially implemented. Need SIG funds to fully implement
Extended Learning	Credit Recovery; After school Tutoring; Summer enrichment; Extended learning times	Partially implemented. Need SIG funds to fully implement
Smaller Learning Communities	Four smaller learning communities that will cater to student needs will be established. The SLC will provide career pathways for students interested in business, engineering, medicine, and arts.	SLC's have been identified. The curriculum and staff allocations have been created on paper. Not yet implemented. Need pre-implementation SIG funds to fully implement
Meaningful Assessment	Use of multiple assessments such as ACT pre-tests; skills deficiency; MME prep;	Partially Implemented. Will be fully implemented by the 2011-2012 school year
Advanced Placement Curriculum	Increase rigor by offering Advanced Placement courses in all content areas at all levels	Partially implemented. Need SIG pre-implementation funds to fully implement
School Improvement Plan	Strategies to continually improve as a school and meet required goals	Continually implemented; SLT team will meet on a bi-weekly basis to discuss and implement necessary reforms

Data Plan	Create new and innovative way to summarize data and keep all stakeholders involved	Partially implemented. Will Utilize Pre-implementation funds to complete.
-----------	--	---

Use of Pre-Implementation Funds and Responsibility

The pre-implementation funds will be utilized during the 2010-2011 academic school year to complete the following components and prepare the grounds work for implementing the theme-based schools during the 2011- 2010 academic school year:

- I. Curriculum Design and Schedules (Counselors / administrators)
- II. Technology and Professional Development (Consultants / Vendors)
- III. Implementation of Theme Based schools (Lead Teachers / Consultants)
- IV. Supplies and resources needed (Vendors)
- V. Hiring of needed personnel and Ed Techs (Principal)
- VI. Data Collection and Analysis Plan (Lead teachers/Administrators / outside consultants)

A dedicated team composed of administrators, teachers, counselors, parents community and business members, will utilize latest best proven research on turnaround strategies with the assistance of qualified consultants, Wayne RESA, and outside vendors to complete the turnaround model specified in this plan and prepare for full implementation in the 2011-2012 academic school year. Pre-implementation and Title I funds in the form of a series of workshops will be the utilized to meet those endeavors.

The SIG will be fully integrated into meeting the goals and activities of the SIP through the identified reforms and goals set forth by the SLT beginning in the 2011-2012 and every year thereafter. The SIG funds will also be utilized to address habitual challenges that may hinder school reform and student achievement, such as, personnel, transportation, teacher attendance, student attendance, student and parent apathy, DFT restrictions. The SIP evaluative process and the goals set forth by the turnaround strategies continually evaluate the progress of the reforms and allow the SLT to modify the reform process and allow WIHS to transition from a traditional High School to one of Theme-based data driven institution. A complete list of additional personnel and job descriptions are summarized in Appendix B and in the budget narrative.

5. External Provider Selection

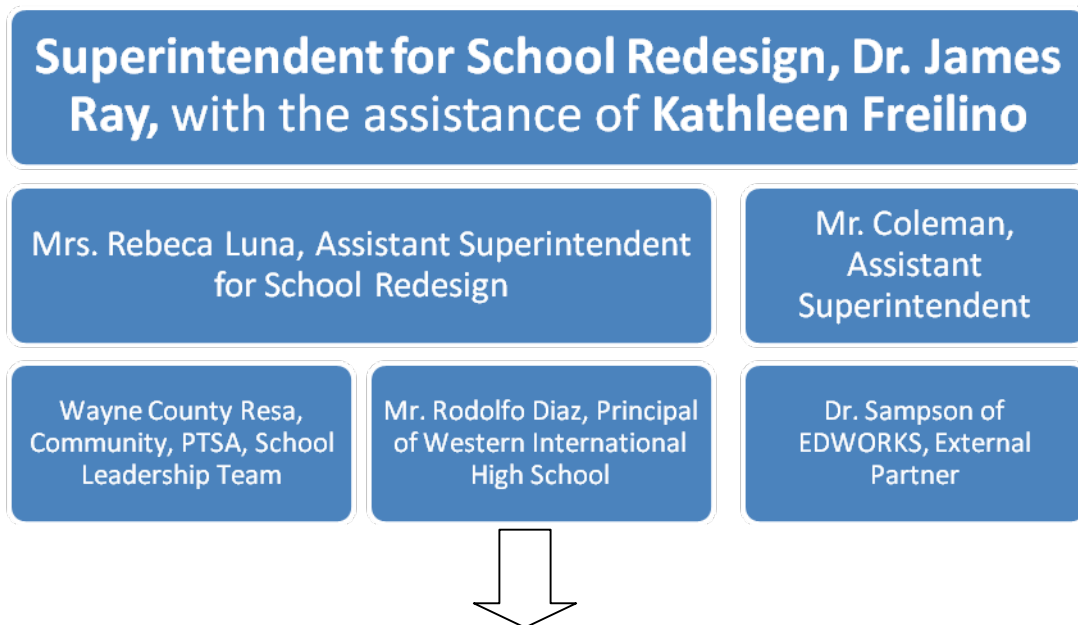
Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

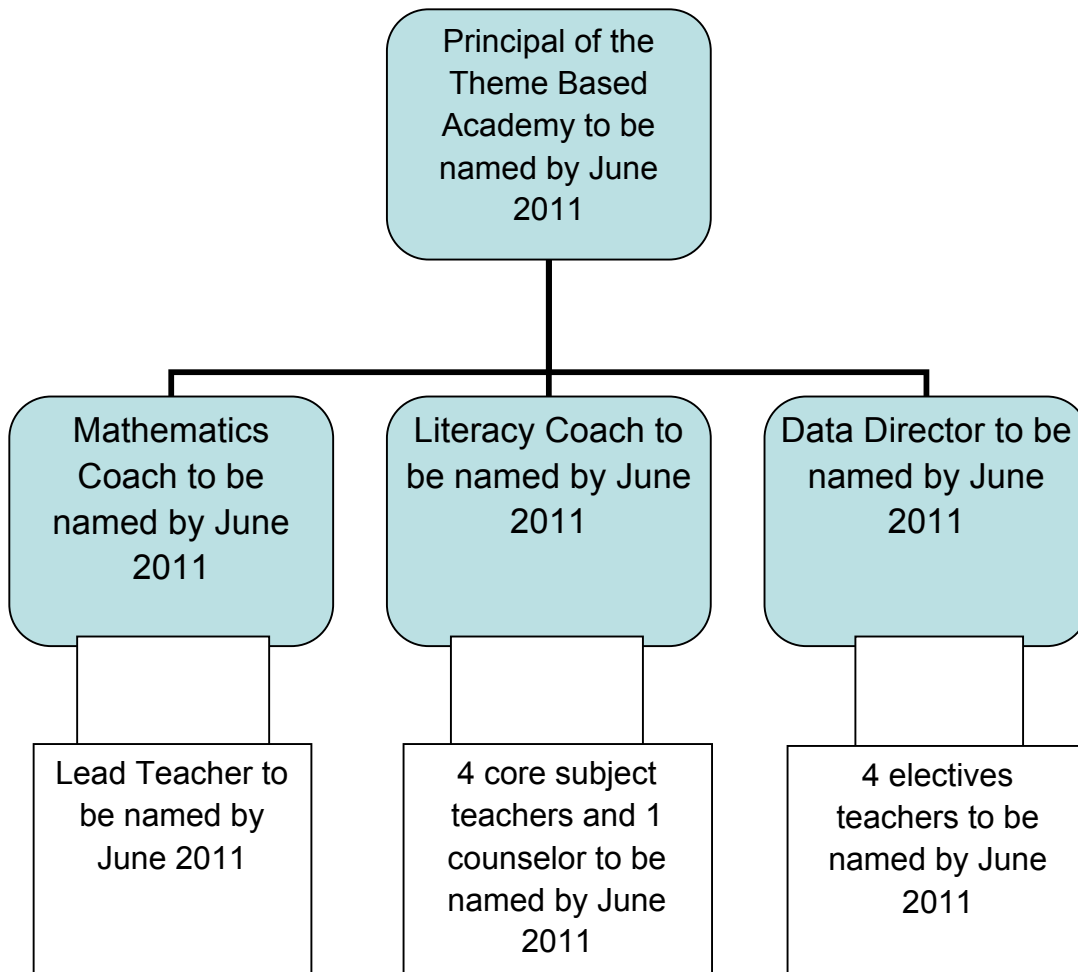
A number of partner providers were selected and began working with DPS PLAs over the last school year. These providers are nationally recognized for their work in supporting the turnaround of low-performing schools and meet MDE's expectations for preferred providers. Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. EdWorks was selected as the external partner for Western International High School chosen from the MDE preapproved list.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Alignment of Stake Holders for Theme Based Schools





The following is a list of services that will be provided for all stakeholders to support school-wide reform at WIHS. These services will provide students and parents with tutorial, mentoring, emotional-social, career pathway, college readiness, increase student, parent, and community engagement and many others:

- Gang Prevention and Intervention
- Life Directions (Peer Mediation)
- Track Program
- Esperanza Detroit
- Vocational and Technical Education
- Adult Education

- Credit Recovery Extended Day
- Job Training and readiness
- Supplemental Educational Services
- University Partnerships
- Community Partnerships
- Business Partnerships

The School Improvement Plan (SIP) drives all decisions and reform in the school both academically and financially. All resources, local, state and federal will be aligned to the goals and strategies of the plan. SIG and Title I funds will be allotted directly into the plan in order to meet the reform requirements and provide the professional development, technology procurement, training and supplies purchased.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

In order to sustain the turnaround strategies, the following areas of reform were agreed upon between the District and the Detroit Federation of Teachers (DFT):

A. Effective Staff at a Priority School:

Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the Priority Schools and leading to a Certificate of Qualification. During employment at a Priority School, members selected and assigned to a Priority School shall do so with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.

The evaluative criteria shall include, but not be limited to, the member maintaining the requirements of the job posting, meeting pre-established benchmarks and targets, making a continuous commitment to all that is prescribed in this Agreement. The

established goals and objectives along with the evaluative criteria must be clearly articulated to all members of the bargaining unit at the time of the job posting and selection.

A member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and shall be referred to an alternative resource for assistance with implementing the model in a more effective way. Members who do not receive an annual review shall be presumed to have met such goals and objectives.

To this end, in order to develop specific recommendations in the area of Instructional Reform – Peer Assistance and Review, the parties agree that during the 2009-10 school year, the District and the Union shall, through the establishment of a Joint Labor-Management Peer Assistance and Review Committee, develop the process for the implementation of the Peer Assistance and Review Program (PAR). The scope of implementation shall be contingent upon identified, sustainable funding effective the 2010-11 school year.

B. Financial Incentives at a Priority School:

The District and the Union shall identify the criteria and benchmarks for establishing school-based performance pay for bargaining unit members. The criteria may include measureable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average (GPA), graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate Yearly Progress (AYP) and other provisions identified by the No Child Left Behind (NCLB) Act. In the event the District and the Union cannot agree on the criteria and benchmarks, the Emergency Financial Manager (or designee), or in the event the District's financial emergency is resolved, the Superintendent or CEO (or designee) shall make the final determination of the criteria and benchmarks for establishing school-based performance pay.

C. School Leadership Team (SLT)

The School Improvement Team (SIT) will be phased out during the 2010-2011 academic school year and will be replaced with the School Leadership Team. In accordance with the agreement with the Detroit Federation of Teachers (DFT) and the District, the School Leadership Team shall be established at the school level and have no more than twelve (12) committee members, consisting of, but not limited to, Principal, Assistant Principal (if applicable), DFT Building Representative and four (4) Teachers. Participating schools shall select School Leadership Teams based upon a peer selection process. Decisions in accordance with the established policies and practices for shared decision-making shall be made by consensus. The implementation of the decisions will be carried out by the principal and other members of the school staff, as necessary.

D. Shared Decision-Making

The District and the Union agree that Shared Decision-Making (SDM) is a process in which the School Leadership Team (SLT) will work collaboratively with the Principal in identifying issues, defining goals relative to the Academic Achievement Plan, developing school budgets and formulating policy and the implementation of such. The uniqueness of each school community requires that the organizational and instructional issues discussed are determined by the SLT. The District and the Union agree that in order to achieve SDM at the school level, the SLT must agree to participate in required SDM training and work cooperatively in order to bring about changes, which may include significant restructuring of instruction.

E. Professional Development

The District shall be responsible for making available appropriate professional development and support requested by schools involved in SDM, as well as schools expressing an interest in future involvement in the program. The SLT will be assigned with the task of surveying teachers, parents and students to determine what pertinent professional development topics are needed and provide the training and exposure necessary to meet those needs and ultimately improving school culture, climate and student achievement.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

As WIHS makes its transformation from traditional high school to one that applies reform strategies and theme based school, the following activities have to take place during the remainder of the 2010-2011 academic school year to insure an efficient and successful transition for all stakeholders involved. These activities will utilize pre-implementation SIG and School Improvement funds. The ninth grade academy has already been implemented this year, and in March – June, 2010 all 9th grade students will chose which theme school they are going to enroll in. All incoming 9th graders will be admitted to the ninth grade academy, where the process will repeat itself next year. Tenth and eleventh grade students will be transitioned into college preparatory, and student success curriculum. By the end of the three years, all students will be in theme-based schools. A comprehensive timeline of the pre-implementation year and the next three years are as follows:

Pre-Implementation timeline (2010 – 2011 academic school year):

Description of Activity	Stakeholders involved	Time-line
Development of 10 th grade theme-schools master schedule and enrolling all incoming 9 th and 10 th graders into appropriate school of their choice	Counselors / administrators/ Consultants	February – June 2010
Curriculum revision of the 9 th and 10 th grade theme-schools to meet the advanced placement requirements	Lead Teachers/ Administrators/ Consultants	March – July 2011
Develop a new Data Plan that will assist in the data collection and analysis for the theme-based schools and provide workshops to train staff in the new process	Administrators / Consultants	February – August 2011
Professional development of staff on the use of	Teachers /	March –

technology as an integral part of instruction in the theme-based schools.	Consultants	August, 2011
Purchase all needed supplies and perishables needed for teachers to successfully implement the theme-based schools.	Administrators/ Bookkeeper	April – September, 2011
Development of uniform objectives and assessments for the 11 th grade core classes	Administrators / Teachers/ Support Staff / Consultants	February – June 2011
Community and Parent workshops to discuss the upcoming changes and the expectations of all stakeholders involved	Administrators/ Counselors/ Parents/ Community	February – August 2011
Two week Summer Retreat workshops for teachers, parents, and community to evaluate progress and discuss possible changes.	Teachers / parents / administrators / community	August 2011
Summer Enrichment School for Incoming Freshmen	Teachers/ Administrators	June 2011
Upgrade or replace technology as needed to improve technology driven instruction	Administrators/ Teachers/ Parents	Ongoing

2011-2012 Academic Year Time-Line (Year One of SIG)

Description of Activity	Stakeholders involved	Time-line
Development of 11 th grade theme-schools master schedule and enrolling all incoming 9 th and 10 th , and 11 th graders into appropriate school of their choice	Counselors / administrators/ Consultants	September 2011 – June 2012
Curriculum revision of the 11 th grade theme-schools to meet the advanced placement requirements	Lead Teachers/ Administrators/ Consultants	March – July 2012
Professional development of staff on the use of technology as an integral part of instruction in the theme-based schools.	Teachers / Consultants	Ongoing throughout the year
Purchase all needed supplies and perishables needed for teachers to successfully implement the theme-based schools.	Administrators/ Bookkeeper	April – September, 2012

Development of uniform objectives and assessments, college prep courses and career pathways for 12 th grade students.	Administrators / Teachers/ Support Staff / Consultants	September 2011– December 2012
Community and Parent workshops to discuss the upcoming changes and the expectations of all stakeholders involved	Administrators/ Counselors/ Parents/ Community	February – August 2012
Two week Summer Retreat workshops for teachers, parents, and community to evaluate progress and discuss possible changes.	Teachers / parents / administrators / community	August 2012
Summer Enrichment School for Incoming Freshmen	Teachers/ Administrators	June 2012
Upgrade or replace technology as needed to improve technology driven instruction	Administrators/ Teachers/ Parents	Ongoing

2012-2013 Academic Year Time-Line (Year Two of SIG)

Description of Activity	Stakeholders involved	Time-line
Development of 12 th grade theme-schools master schedule and enrolling all incoming 9 – 12 graders into appropriate school of their choice	Counselors / administrators/ Consultants	September 2012 – June 2013
Curriculum revision of the 12 th grade theme-schools to meet the advanced placement requirements	Lead Teachers/ Administrators/ Consultants	March – July 2013
Professional development of staff on the use of technology as an integral part of instruction in the theme-based schools.	Teachers / Consultants	Ongoing throughout the year
Purchase all needed supplies and perishables needed for teachers to successfully implement the theme-based schools.	Administrators/ Bookkeeper	April – September, 2013
Community and Parent workshops to discuss the state of the school and what is working and what needs to be changed	Administrators/ Counselors/ Parents/ Community	February – August 2013

Two week Summer Retreat workshops for teachers, parents, and community to evaluate progress and discuss possible changes.	Teachers / parents / administrators / community	August 2013
Summer Enrichment School for Incoming Freshmen	Teachers/ Administrators	June 2013
Upgrade or replace technology as needed to improve technology driven instruction	Administrators/ Teachers/ Parents	Ongoing

2013-2014 Academic Year Time-Line (Year Three of SIG)

By the end of the second year, all students will be enrolled in theme-based schools of their choice, and all processes and procedures will be in place. The first two years will be continually evaluated by all stakeholders and appropriate changes to the reform models will be done when needed. The SIG funds for this year will be significantly less than the preceding two years and the program will become self-sustainable and can be implemented without SIG funds in future years.

Description of Activity	Stakeholders involved	Time-line
Professional development of staff on the use of technology as an integral part of instruction in the theme-based schools.	Teachers / Consultants	Ongoing throughout the year
Purchase all needed supplies and perishables needed for teachers to successfully implement the theme-based schools.	Administrators/ Bookkeeper	April – September, 2013
Community and Parent workshops to discuss the state of the school and the effect that reform has made in student achievement and the learning process	Administrators/ Counselors/ Parents/ Community	February – August 2014
Two week Summer Retreat workshops for teachers, parents, and community to evaluate progress and discuss possible changes.	Teachers / parents / administrators / community	August 2014
Summer Enrichment School for Incoming Freshmen	Teachers/ Administrators	June 2014
Upgrade or replace technology as needed to improve technology driven instruction	Administrators/ Teachers/ Parents	Ongoing

Professional and Leadership Development Timeline:

Year One	Leadership Retreat: Getting the culture and Climate Right for Student Success: <ul style="list-style-type: none"> • Supportive climate and culture • Research components of a high-performing high school • Data-driven strategic planning • Resource development and monitoring (budgeting to support research-based practices) • Authentic community engagement • Effective communication • Engaging students and family • Personalized Student Growth Plans 	Mini Teacher Summer Institute focusing on: <ul style="list-style-type: none"> • High Payoff, Short Term Instructional Strategies • Literacy Across the Content Areas • Brain-Based Research –its meaning for student engagement
	21st Century Education Seminar Series <ul style="list-style-type: none"> • 2020 Forecast: Creating the Future of Learning • Understanding and applying the local economic development plan and jobs forecast to real-world educational experiences • The latest research on teaching and learning strategies for 21st century students 	

- Unpacking College and Career-Ready Standards and Skills
- Understanding the EdWorkz Innovative Prototypes and the research behind their development
- Controlling the Narrative of Graduates: Identifying specific 21st

	<p>century skills and habits of mind to be reinforced in innovative prototype designs</p> <ul style="list-style-type: none"> • Understanding and contextualizing the Four-Year, Standards-Aligned Learning Plan for the prototype designs 	
	<p>Leadership Retreat focusing on Adaptive Leadership for Real-World Results:</p> <ul style="list-style-type: none"> • Adaptive Leadership knowledge and skills • 21st Century Skills • College and career readiness • Student advisories • National and international student performance • Effective business and community partnerships • Effective small school operations 	<p>Teacher Summer Institute focusing on:</p> <ul style="list-style-type: none"> • Introduction to the Rigor and Relevance Framework • Backwards Design • Literacy Across the Content Areas • “Quadrant D” Rigorous, Relevant Lesson Design • 21st Century Skills • Lesson Design and Delivery for coherence and student growth

	Leadership Development	Teacher Professional Development
Year Two	<p>Using one-on-one meetings with members of the leadership team and embedded teacher professional development, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas:</p> <p>Implementing Personalization</p> <ul style="list-style-type: none"> ▪ Advisories 	

Leadership Development		Teacher Professional Development	
	<ul style="list-style-type: none">▪ Personalized Student Growth Plans Short Cycle Assessments <ul style="list-style-type: none">▪ Exploring Diagnostic and Short Cycle Assessment System▪ Short Cycle Assessments as Instructional Resources Classroom Practice/Learning Conditions <ul style="list-style-type: none">▪ Student Work▪ Lesson Design and Delivery▪ Research-Based Instructional Models▪ Student Performance		
	Leadership Retreat: Growing and Supporting Effective Teams <ul style="list-style-type: none">• Distributed leadership• Effective meetings• Active listening• Progress monitoring• Walkthroughs and appraisals• Leadership in the school community• Induction programs for new staff• Culture of continuous Learning	Teacher Summer Institute: Instructional Design for Rigor and Relevance <ul style="list-style-type: none">▪ Rigor and Relevance Framework▪ Knowledge Taxonomy and the Application Model▪ Instructional Models and Planning▪ Unpacking the State and 21st Century College-Ready Content Standards▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments)▪ Developing “Quadrant D” Units of Study▪ Designing and using Rubrics▪ Differentiation	
Year	Using one-on-one meetings with members of the leadership team and		

Leadership Development		Teacher Professional Development	
Three	embedded teacher professional development during common planning time, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area.		
	Professional development focuses in the following areas		
	Leadership Development: <ul style="list-style-type: none">• Distributed leadership• Effective meetings• Active listening• Progress monitoring• Walkthroughs and appraisals• Leadership in the school community• Induction programs for new staff• Culture of continuous Learning Leadership Retreat: Leading a High-Performance Organization: <ul style="list-style-type: none">• Instructional Leadership• Rigorous curriculum and instruction• High payoff instructional practices• Assessment for learning• Gap analysis• Curriculum Alignment• Instructional monitoring	Teacher professional development <ul style="list-style-type: none">• Looking at Student Work▪ Standards-Aligned, Unit Design and Delivery▪ Differentiation▪ Implementing Student Performance Assessments▪ Formative and Summative Assessments▪ Best Practice Instructional Models▪ Designing and Using Rubrics with students▪ Alignment with State and 21st Century Standards Teacher Summer Institute: Beyond Rigor and Relevance <ul style="list-style-type: none">• Comprehensive, four-year Course of Study aligned to State and 21st Century College-Ready Standards• Grades 9-12 Curriculum Alignment and Vertical Scope and	

Leadership Development		Teacher Professional Development
	<ul style="list-style-type: none"> Results-driven, flexible scheduling 	Sequence Development within and across content areas <ul style="list-style-type: none"> Analysis of Content with University Partners Integration of early college experiences in Core and Elective Courses

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/MME/Mi-Access).

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	36%	50%	70%	100%
Mathematics	19%	30%	50%	100%

Student scores on the MME exam is the most important goal set forth during the next three years. Meeting or exceeding the state standards and stipulations set forth by the No Child Left Behind Act (NCLB), will show that the rigors, and high expectations implemented during the creation of the theme-schools and advanced placement curriculum are working and the remaining reform will proceed without worrying about critics or naysayers. While setting a 100% achievement for our students by 2013-2014 is a lofty goal and will be difficult to achieve, it will serve as a reminder to all staff and administration that our goal is to prepare all students for success, not most, and will continue to set that as the ultimate goal.

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Western International High School also collaborated with EdWorks, the PTSA (Parent Teacher Student Association), community and business members in preparing the School Improvement Application, and turnaround strategies chosen.

Ongoing Mechanisms for Family and Community Engagement at the School Level

Community Engagement in the first year will be conducted primarily through a series of 20-30 "kitchen table conversations." These kitchen table conversations will be held during PTSA meetings at the school and in places that are convenient for the community. Each conversation will revolve around a set of essential questions, ranging from people's hopes and dreams for the students of their community to student needs for real world, applied learning. Community insights and recommendations will be gathered through the process and used to help shape the design of the schools. In the first year, the conversations will provide a glimpse of the future of education for parents and community members and gain their insights into what that means for their community and their schools. This type of engagement will set the stage for years two and three.

By the beginning of the second year of the grant, community, business and university partners will sit down with cross-curricular teams of teachers to examine standards and design units of study that involve real world learning experiences for students in a planned, purposeful way. The community may be invited into the school to team teach lessons with teachers or they may host students in their location. Often, parents, business, community and university partners are members of the teams listening to and scoring student presentations. Kitchen table conversations are held twice a year to help gauge feedback to the operation of the innovative new schools and gain insights for

additional hands-on learning experiences. Involving the community in this way opens the walls of the school permeable to parents and community, thus building ownership of the educational process across a wide range of stakeholders.

The PTSA will be actively involved in all aspects of the reform process and has been charged with the establishment of a wellness program where parents and students are afforded the opportunity to attend workshops dealing with a variety of issues and challenges facing the wellness of students and parents at WIHS. The workshops will include presentations by experts in the fields of social work, nutrition, juvenile law, conflict resolution, peer mediation, parental support, and other wellness topics that are recommended by the PTSA and the School Leadership Team. These workshops will be ongoing yearly and will be financed initially through SIG funds and sustained thereafter through Title I funds. The wellness of both students and parents are an important aspect of the school reform process and will be utilized to assist in changing the culture and misconceptions.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

The requested SIG funds will provide WIHS with the capability to make drastic changes and makeovers to the school and its ability to meet the new needs and challenges of the students and the community. The funds will provide with the essential startup costs to the themes schools, curriculum reform, recruiting and training teachers, and meeting the guiding principles set forth by the teachers and the SLT. The administration is also aware of the importance of retaining and continual training of the staff chosen to assist in the reform.

It is the belief of all stakeholders involved that once the changes have been implemented over the first three years, that the school has the capacity to maintain the reform and expand on it through the use of district and school-wide Title I funds that are available annually. The most expensive components of the reform will already be in place after the first three years, and all that remains will be replacing perishables, update

technology, and provide continuous training to teachers to maintain and sustain the required turnaround reform.

The use of outside experts, and additional staff will be phased out after the three years duration of the SIG grant, since teachers, administrators, and all stakeholders will be provided with the needed training and means to become self sufficient and capable of performing any analysis or reform that need to be addressed. The school's capacity to deal with change to continually adapt and meet the needs of the state, district, and students will increase and streamlined into an efficient model of reform.

Incentives from the district and the school will be used to retain teachers and administrators, but once the turnaround program is in place then minor changes due to staff can easily be absorbed and rectified. Lead and mentor teachers will be in place to assist in training new staff members and providing them with the necessary resources to maintain the high expectations set forth in the turnaround model.

The success of the program will be utilized to enhance the prestige of WIHS and transform it into one of the best high schools in the country where students, teachers, and administrators want to be part of the reform process and will work very hard to maintain and improve the status quo. Success beget success will be the ultimate selling point for reform.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. **Replace the principal** --- Mr. Rodolfo Diaz was assigned as the new principal to Western International High School for the 2010-2011 school year.
2. **Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs** -- All Detroit Public School teachers were informed of the guidelines and stipulations to teach in a turnaround school, as agreed by the district and DFT, and set up an interview to be a part of the turnaround school.
3. **Screen all existing staff and rehire no more than 50 per cent--** All staff members were interviewed and only 50 % of existing staff were kept. The rest were filled by the district through requests from the principal.
4. **Select new staff** – New staff was added on needs basis from existing teachers in the district, new hires and from Teach For America.
5. **Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions—** The District and the Union shall identify the criteria and benchmarks for establishing school-based performance pay for bargaining unit members. The criteria may include measureable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average (GPA), graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate Yearly Progress (AYP) and other provisions identified by the No Child Left Behind (NCLB) Act. Other incentives

such as flexible work schedules and extended day and school are also under discussion and will be implemented as agreed.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff—Title I funds and SIG funds will be utilized by the school to provide continuous ongoing, high quality professional development plans that will emphasize training, technology driven instruction, data collection and how to utilize it to drive instruction to name a few.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)— The district has appointed a district wide Superintendent for School Redesign, Dr. James Ray, with the assistance of Kathleen Freilino, an experienced central office change agent and successful building administrator. This team has the access and influence to move the work forward in an expeditious manner. The school and the principal will report directly to the redesign team for advice, support, assistance and accountability.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards— All data collected will be used to develop and implement a research based curriculum that will be aligned to the state curriculum (HSCE's), and utilize advanced placement curriculum at all grade levels to increase rigor and relevance for all students.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs— The need to differentiate instruction in the classroom is evident in the varying skill levels of the students in the classroom. Teachers will utilize the summaries provided on each student from the soon to be developed data plan to address the needs of each student and differentiate instruction to increase student achievement.

10. Establish schedules and implement strategies that provide increased learning time – Based on the agreement between the district and DFT, a process is in place during the next three years to allow for extended days and/or extended school year, as well as, credit recovery, and summer enrichment for incoming freshmen.

11. Provide appropriate social-emotional and community-oriented services and supports for students—Emotional and social services and support are an integral part of the reform process and will be provided by the district, community and the school on a continuous basis. Students will be given the opportunity for services in a safe, confidential and expeditious manner as per state and federal regulations.

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide additional \$ to attract and retain staff – Money will be available from the district and other funding sources to provide merit pay for existing teachers as well as increasing the pay scale to attract additional staff.

2. Institute a system for measuring changes in instructional practices that result from professional development— There will be a circular process instituted at WIHS. The data collected will spur the instructional practices and professional development which will provide new data and any additional reform needed.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority – WIHS has been designated as a priority school where the seniority rules has been modified or eliminated to allow the principal the ability to hire mutually consented teachers and support staff to advance the reform process.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement – An overview committee through the SLT will be responsible to overseeing, evaluating, and analyzing teachers in terms of curriculum and how current instruction is impacting student achievement. Teachers who are failing or

lagging behind will be provided with training and professional development. Failure to improve and meet the standards set forth by the reform and the school could result in disciplinary actions or removal from the school.

5. Implement a school wide Response to Intervention model – The SLT will be responsible for providing a school wide response where all stakeholders are continually appraised and involved in the process at all times.

6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners – Continuous professional development dealing with all topics and subgroups will be provided year round and will include exceptional education and ELA teachers, parents and students.

7. Use and integrate technology-based interventions – A web based informational system will be available to all stakeholders at all times and will provide student and school data in all aspects of the school, such as, test scores, demographic, attendance, grades and so on. Parents, students and teachers will be able to access information via the web or in person at all times.

8. Increase rigor through such programs as AP, IB, STEM, and others— An advanced placement curriculum to increase rigor will be expected from all students and applied in all four theme schools in all grade levels: STEM, IB, FPA, and Ninth Grade Academies.

9. Provide summer transition programs or freshman academies – A ninth grade academy will be in place to provide incoming students with an easier transition to high school and the theme-based schools. A summer transition program will also be available to all incoming students to improve and reinforce basic foundational skills needed to succeed in high school.

10. **Increase graduation rates through credit recovery, smaller learning communities, and other strategies** – All of these strategies will be implemented to increase student relevance and improve graduation rates and achievement.
11. **Establish early warning systems to identify students who may be at risk of failure** – The data plan will provide all pertinent information to all stakeholders at all times and will provide everyone with a barometer of how students are doing at all times and what needs to be done to succeed.
12. **Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs** – A safe school is paramount to meeting the reform. The school along with the district, businesses, and the community will provide social, emotional and health services to meet the needs of all students and parents.
13. **Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff** – The academic school year will be extended to provide students with additional support and academic interventions to meet or exceed all standards set forth by the reform and the state.
14. **Implementing approaches to improve school climate and discipline** – Improving the school climate is one of the goals set forth by the SIP, and a plan to change the student culture, improve attendance, and parental involvement will be continually implemented. The positive behavior matrix will be utilized to assist in reducing discipline related issues and improving the school climate.
15. **Expanding the school program to offer full-day kindergarten or pre-kindergarten** -- NA
16. **Allow the school to be run under a new governance arrangement** – A new governance structure will be in place where all important decisions will be decided by

consensus by the SLT, and implemented by the principal and administrators. The Shared Decision Making process will provide site-based management.

17. Implement a per pupil school based budget formula weighted based on student needs – A per pupil budget formula will continue to be provided by the district and not at the school level.

II. A new school model (themed, dual language academy, etc.)— A theme based school model which will consist of four theme schools: ninth grade academy; STEM, IB, and FBA will be instituted at WIHS beginning in the 2011-2012 academic school year. The four theme-based schools will be based on advanced placement curriculum and will provide the onus for reform and improve student relevance, and achievement.

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$178,988	\$ 1,699,032	\$1,219,798	\$798,012	\$3,716,842

The purpose of the SIG grant is to provide WIHS with the ability to address the needs of the turnaround needs. The first year of the grant will require the addition of personnel and technology to assist in the process. The budget will be effectively less in upcoming years as WIHS transition into a self-sustaining entity that is capable of continuing with the reform process with the aid of School-Wide Title 1 and district funds as the main source.

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround
Number of minutes in the school year	74820 minutes
Student Data	
Dropout rate	16.3%
Student attendance rate	71.5%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	10%
International Baccalaureate	NA
Early college/college credit	NA
Dual enrollment	NA
Number and percentage enrolled in college from most recent graduating class	311 (68%)

Student Connection/School Climate	
Number of disciplinary incidents	121
Number of students involved in disciplinary incidents	210
Number of truant students	107
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher Attendance Rate	91%

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

APPENDIX A

9TH GRADE AMBASSADOR ACADEMY CORE CLASSES

Incoming students to Western International High School will be enrolled in the 9th Grade Ambassador Academy. The purpose of the academy is to provide students with the skills and foundations necessary to succeed in the career pathways of their choice during the subsequent 10th —12th school years.

Mathematics — 2 classes

English— 2 classes

Science— 1 class

U.S. History— 1 class

SAMPLE 9TH GRADE COURSE OUTLINE

Algebra 1-2 ; Algebra 1 – 2 H; Geometry 1 - 2 H ; Algebra G9 1—2; Pre-AP Algebra ;
Bilingual Algebra 1-2

English 1 –2 ; English 1—2 H; Twenty-First Century Literacy; Pre-AP English; Bilingual
English 1-2

Biology 1– 2; Bilingual Biology 1-2

U.S. History 1—2; Bilingual U.S. History 1-2

10TH - 12TH GRADE STEM ACADEMY

The STEM Academy (Science, Technology, Engineering, and Manufacturing) at Western International High school is a 10th through 12th grade college and career ready school that will be open to students of all skills who are interested in a career or post-secondary degree in the fields of science, medicine, engineering, technology and/or manufacturing. The purpose of the STEM Academy is to combine a rigorous inquiry based curriculum with Advanced Placement courses to offer students a variety of science and technology related disciplines through innovative and relevant instructional strategies. Students will merge hands-on skills with state of the arts technology, community and university partnerships as the means to pursue and succeed in STEM related degrees or careers.

SAMPLE STEM COURSE OUTLINE

Grade 10	Grade 11	Grade 12
Algebra 3 – 4 H / Geometry 1 –2 / Geometry 1 -2 H; Bilingual Algebra 3 –4	Pre-calculus / Calculus/ Algebra 3 – 4 H;	AP Calculus / Pre-Calculus / Probability and Statistics
English 3 – 4 / Pre-AP English 3 – 4 H; Bilingual English 3-4	English 5 – 6 H; AP Literature Bilingual English 5-6	English 7 – 8 H; AP Language; Bilingual English 7-8
Chemistry 1 - 2 / Environmental Science	AP Chemistry / Physics/ Chemistry/ Anatomy and Physiology / Bio Chemistry	AP Chemistry / AP Physics/ Physics /Chemistry/ Anatomy and Physiology / Bio Chemistry
Economics / Government	World History	Senior Project
Foreign Language / Physical Education / Gym / JROTC / Management Support	Foreign Language / Physical Education / Gym / JROTC / Management Support	Foreign Language / Physical Education / Gym / JROTC / Management Support
Drafting / Web Design / Robotics / AP Environmental Science / DAPCEP/ CAD CAM / Projects	Drafting / Web Design / Robotics / AP Environmental Science / DAPCEP/ CAD CAM / Projects	Drafting / Web Design / Robotics / AP Environmental Science / DAPCEP/ CAD CAM / Projects
Drafting / Web Design / Robotics / AP Environmental Science / DAPCEP / CAD CAM / Projects	Drafting / Web Design / Robotics / AP Environmental Science / DAPCEP / CAD CAM / Projects	Drafting / Web Design / Robotics / AP Environmental Science / DAPCEP / CAD CAM / Projects

All STEM Students interested in earning a STEM CORD signifying exemplar graduate, must accumulate 50 points by participating or achieving any of the following activities:

- Science Fair / Research Project (5points)
- Published Document / Independent Research
- Summer Internship (10 points)
- Scoring a 3 or higher on any AP exam (10 points)
- 3.0 Cumulative Average (10 points)
- 98% Attendance Rate (10 points)
- Engineering / Robotics / Medical / Environmental Science Competitions (5 points)
- Be a peer Tutor (5 points)
- Join School functions / clubs (5points)

10TH - 12TH FINE AND PERFORMING ARTS ACADEMY (FPA)

The FBA Academy (at Western International High school is a 10th through 12th grade college and career ready school that will be open to students of all skills who are interested in a career or post-secondary degree in the fields of music, drama and fine arts .The purpose of the FBA Academy is to combine a rigorous inquiry based curriculum with Advanced Placement courses to offer students a variety of arts disciplines through innovative and relevant instructional strategies. Students will merge hands-on skills with state of the arts technology, community and university partnerships as the means to pursue and succeed in FPA related degrees or careers.

Sample FPA Course Sequence Outline is:

Grade 10	Grade 11	Grade 12
Geometry 1 –2 / Geometry 1 -2 H Bilingual Geometry 1 –2	Algebra 3– 4 / Algebra 3 – 4 H Bilingual Algebra 3-4	Pre-Calculus / Probability and Statistics

English 3 – 4 / English 3 – 4 H Bilingual English 3-4	English 5 – 6 H / Pre– AP English / AP Literature / Bilingual English 5-6	English 7 – 8 H / AP English Language; Bilingual English 7-8
Chemistry 1 - 2 / Environmental Science	Chemistry 1 - 2 / Environmental Science / Physics	AP Spanish / DECA
Economics / Government	World History / AP United States History	Senior Project
Foreign Language / Physical Education / Gym / JROTC / Management Support	Foreign Language / Physical Education / Gym / JROTC / Management Support	Foreign Language / Physical Education / Gym / JROTC / Management Support
Jazz Band / Music Theory / Art / Drama/ History of Arts / Painting / Publication Design / Band	Marching Band / Ceramics / Stage Hand / Sculpture / Stage band / Jewelry Design	Orchestra / Band / Drama II/ Crafts/ Figures / Forensics Jazz Band
Jazz Band / Music Theory / Art / Drama/ History of Arts / Painting / Publication Design / Band	Marching Band / Ceramics / Stage Hand / Sculpture / Stage band / Jewelry Design	Orchestra / Band / Drama II/ Crafts/ Figures / Forensics Jazz Band

All Students interested in earning an FBA CORD signifying exemplar graduate, must accumulate 50 points by participating or achieving any of the following activities:

- Research Project (5points)
- Original Play / Art / Composition (10 points)
- Summer Internship (10 points)
- Scoring a 3 or higher on any AP exam (10 points)

- 3.0 Cumulative Average (10 points)
- 98% Attendance Rate (10 points)
- Arts Related Competitions (5 points)
- Be a peer Tutor (5 points)
- Join School functions / clubs (5 points)

10TH - 12TH INTERNATIONAL BUSINESS ACADEMY (IB)

The IB Academy (at Western International High school is a 10th through 12th grade college and career ready school that will be open to students of all skills who are interested in a career or post-secondary degree in the fields of accounting, business, marketing, and / law. The purpose of the IB Academy is to combine a rigorous inquiry based curriculum with Advanced Placement courses to offer students a variety of business related disciplines through innovative and relevant instructional strategies. Students will merge hands-on skills with state of the arts technology, community and university partnerships as the means to pursue and succeed in IB related degrees or careers.

Sample IB Course Sequence Outline:

Grade 10	Grade 11	Grade 12
Geometry 1 –2 / Geometry 1 -2 H Bilingual Geometry 1-2	Algebra 3– 4 / Algebra 3 – 4 H Bilingual Algebra 3-4	Pre-Calculus / Probability and Statistics
English 3 – 4 / English 3 – 4 H Bilingual English 3-4	English 5 – 6 H / Pre– AP English / AP Literature	English 7 – 8 H / AP English Language
Chemistry 1 - 2 / Environmental Science	Chemistry 1 - 2 / Environmental Science / Physics	AP Spanish / DECA

Economics / Government	World History / AP United States History	Senior Project
Foreign Language / Physical Education / Gym / JROTC / Management Support	Foreign Language / Physical Education / Gym / JROTC / Management Support	Foreign Language / Physical Education / Gym / JROTC / Management Support
Management Support 1 –2 / Marketing 1- 2 / Accounting and Financing 1– 2 / Business Law 1	Management Support 3— 4 / Marketing 3—4 / Accounting and Financing 1– 2 / Business Law 2	Management Support 3—4 / Marketing 3—4 / Accounting and Financing 3– 4/ Business Law 3
Management Support 1 –2 / Marketing 1- 2 / Accounting 1– 2 / Pre-Law	Management Support 3— 4 / Marketing 3—4 / Accounting 1– 2 / Pre- Law 2	Management Support 3—4 / Marketing 3—4 / Accounting 3– 4/ Pre-Law 3

All Students interested in earning an IB CORD signifying exemplar graduate, must accumulate 50 points by participating or achieving any of the following activities:

- Research Project (5points)
- Published Document / Independent Research
- Summer Internship (10 points)
- Scoring a 3 or higher on any AP exam (10 points)
- 3.0 Cumulative Average (10 points)
- 98% Attendance Rate (10 points)
- Business / Law related competitions (5 points)
- Be a peer Tutor (5 points)
- Join School functions / clubs (5points)

APPENDIX B

The following is the job description of all additional personnel that will be involved in the turnaround process at WIHS:

- 1) School-Based Transformation Manager: This is an administrative position which is site based and main responsibility is to oversee the reform process. Some of the duties of this position will also include:

- Report directly to the principal and SLT
- Oversee the transformation process
- Oversee the SIG budget
- Generate monthly and annual reports
- Meet with the State auditors

- 2) Mathematics, Literacy, and Technology Coaches: These position will be either funded by the District, or by SIG funds. Some of the responsibilities and duties for these position include:

- Provide formal and informal professional development for teachers in their subject matter.
- Understand and support implementation of standards in all classrooms.
- Provide demonstration lessons in classrooms for teachers, both one-on-one and in collaborative groups.
- Implement research-based strategies during demonstration lessons.
- Develop additional site opportunities for teacher collaboration.

- Report directly to the theme-school leaders, and the principal.
- Provide feedback to the SLT.

3) External Partner Providers:

- Conduct comprehensive school assessments and analyze data.
- Work with school teams to assist in the redesign strategies.
- Provide “on the ground support” during the course of instructional day to ensure immediate and accurate feedback.
- Ensure equity, accountability, and sustainability in terms of student Achievement.
- Work in alignment with the district initiatives and requirements.
- Formation of school teams that include leadership, redesign, data, school climate, and graduation.
- Provide professional development opportunities that support redesign plans.
- Assist in increasing rigor, participation in and performance in all courses.
- Align staff to the vision, mission, and the core values of the school.

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Western International High School

110 - Basic Programs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
119 - Basic Programs – Other Basic Programs	A two week summer school workshops will be held at Western International High school for all teachers to train and prepare staff for the theme-based schools and exposure to the new data plan and curriculum. 60 teachers @ \$ 23.82 for 20 hours	1200h	\$28,584	\$8,092					\$36,676
	Sub-Total	1200h	\$28,584	\$8,092					\$36,676

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Cost for Accelerated Academies SUPPLIES & MATERIALS - Materials will be used to assist incoming 9th graders during summer to raise student academic skills - Materials include: letter strips, quick reads, classroom libraries, dictionary stands, transparencies , Writing utensils, graphic organizers and composition books, copier paper, graphing calculators, consumable core subject workbooks, instructional materials, poster boards -					\$25,000			\$25,000
125 - Added Needs – Compensatory Education	Two technology edtechs who will provide technical support and training to all staff and students.	2	\$64,154	\$43,156					\$107,310
125 - Added Needs – Compensatory Education	Cost of (1) (Data Specialist) to assist in the collection, analyzing, and dissemination of all pertinent data collected throughout the school year and provide all stakeholders with monthly reports based on the newly developed data plan.	1	\$74,300	\$33,531					\$107,831
	Sub-Total	3	\$138,454	\$76,687		\$25,000			\$240,141

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
---------------	-------------	-------------	------------------	------------------	----------------------------------	------------------------------	------------------------	------------------------------	-------

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Western International High School

211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost of (1) attendance agent and assistant agent to monitor student attendance and generate weekly reports to teachers and parents.	1h	\$72,000	\$32,880					\$104,880
	Sub-Total	1h	\$72,000	\$32,880					\$104,880

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Cost of (1) INSTRUCTIONAL SPECIALIST (LITERARY) COACH) to provide specific hands research based teaching and intervention strategies with students and teachers to bring incoming 9th grade students reading levels to proficiency (Salary \$74,300 + benefits \$33531	1h	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	Cost of (1) INSTRUCTIONAL SPECIALIST (Rigor) Specialist) to facilitate Dual Enrollment articulations with colleges, recruit and train staff for dual enrollment and AP and facilitate all support systems for students to succeed who are enrolled in these courses (salaries \$ 74,300 + 33531 benefits)	1h	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	Cost of (1) INSTRUCTIONAL SPECIALIST for Math provide hands on research based teaching and intervention strategies with students and teachers to bring all students Math levels to proficiency (Salary \$74,300 + benefits \$33531).	1h	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	Stipend to teachers to attend 4 hour afterschool workshops dealing with differentiated instruction, technology driven instruction; Using data to improve student achievement; theme-based topics; and research based strategies to name a few. 62 teachers @ 20 hrs at the workshop rate of 23.82 / hr and 4 administrators @ 20 hours at the workshop rate of \$ 32.5 per hour.	264h	\$128,457	\$48,889					\$177,346
221 - Improvement of Instruction	Cost for professional organization memberships for 20 instructional staff to assist with professional development and keep staff abreast of teaching trends and research based strategies- ASCD, NCTM, Science, ELA and Social studies.				\$10,000				\$10,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Western International High School

221 - Improvement of Instruction	EDWORKS, the external partner assigned to WIHS to assist the school and the administration with the turnaround process and assist teachers into meeting educational goals and improve student achievement. Salary is \$ 700/day for 90 days during the school year.				\$63,000				\$63,000
221 - Improvement of Instruction	A two week summer school workshops will be held at Western International High school for 4 counselors @ \$23.82 for 20 hours.	80h	\$1,905	\$539					\$2,444
	Sub-Total	347h	\$353,262	\$150,021	\$73,000				\$576,283

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
226 - Instructional Staff Supervision and Direction	Cost of (1) Project Turnaround Manager,an administrator position needed to facilitate the SIG Grant, generate reports, provide prgress feedback to SLT, principal and state auditors and provide Professional Development to stakeholders on reform strategies and appropriate interventions, as well as monitoring student and staff progress.	1h	\$85,000	\$36,560					\$121,560
226 - Instructional Staff Supervision and Direction	Cost of (1) assistant principal who will serve as academic specialist and dean of students. This person will be responisble for maintianing the school climate, assist in the daily operation of the school and provide students and staff with the resources needed to succeed in the new theme-based schools as well as enforcing the student code of conduct for disciplinary issues	1	\$85,000	\$36,560					\$121,560
	Sub-Total	1/1h	\$170,000	\$73,120					\$243,120

280 - Central Support Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
281 - Planning, Research, Development, and Evaluation	An outside vendor to assist with the visual presentation and copies of all data reports @ 50/hr for a total of 200 hours all year.				\$10,000				\$10,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Western International High School

281 - Planning, Research, Development, and Evaluation	Office supplies, printer supplies needed to generate a variety of hard and soft reports						\$6,000		\$6,000
	Sub-Total				\$10,000		\$6,000		\$16,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
283 - Staff/Personnel Services	A two week summer school workshops will be held at Western International High school for administrators to train and prepare staff for the theme-based schools and exposure to the new data plan and curriculum. 5 administrators @ \$ 32.5/hr for 20 hours.	100h	\$3,250	\$920					\$4,170
283 - Staff/Personnel Services	A two week summer school workshops will be held at Western International High school for 4 support staff @ 12.73/hr. for 20 hours.	80h	\$1,018	\$288					\$1,306
	Sub-Total	180h	\$4,268	\$1,208					\$5,476

330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Cost for supplies for family/community room set-up to support parent-community school dialogue in the effort to support student academic achievement.					\$15,000			\$15,000
331 - Community Activities	Refreshment costs for parent/community workshops 50 sessions x \$100 per session					\$5,000			\$5,000
	Sub-Total					\$20,000			\$20,000
	Sub Total	4/1729h	\$766,568	\$342,008	\$83,000	\$51,000			\$1,242,576
	Indirect Cost (Max Allowed: 4.45%)								\$0

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)
For Western International High School

Grand Total	\$1,242,576
Allocation	\$0

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Western International High School is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title _____